DOCUMENT RESUME

ED 151 475 UD 018 016

TITLE	A Case History: School-wide Renewal at Andrew Jackson High School.
INSTITUTION	New York City Economic Development Council, N.Y.
PUB DATE	[76]
NOTE	32p.; For related documents see UD 018 014-018; Product of the High School Self-Renewal Program
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Administrator Role; *Case Studies (Education); *Cooperative Planning; Organizational Change; *Problem Solving; Program Effectiveness; *School Improvement; *Senior High Schools
IDENTIFIERS	New York City

ABSTRACT

The High School Self-Renewal Program is a multiphase program designed to facilitate individual school improvement. This case study illustrates the use of the Renewal process by a school that had no existing Renewal resources, such as funds, or released time positions for the research, development or implementation of projects. Renewal activities were begun at Andrew Jackson High School in New York City in the spring of 1976. The effort had to be accomplished quickly due to budget and time constraints. The various stages of the process from entry through implementation are described. Specific activities and their objectives, the roles of involved persons, and the time taken to carry them out are described in the text and in table form. Problem diagnosis surveys sent out to students and staff members are included and their results presented. Also included are materials and proposals for planning. The implementation phase, following a very limited research and development stage, is summarized. Finally, the prospective institutionalization of Renewal is mentioned. Copies of a faculty fact sheet and a Renewal newsletter are also appended to this document. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151475

A CASE HISTORY:
School-wide Renewal at Andrew Jackson High School

UD018016

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

HIGH SCHOOL SELF-RENEWAL PROGRAM
ECONOMIC DEVELOPMENT COUNCIL OF NEW YORK CITY, INC.
14th FLOOR OFFICE OF NATIONAL ALLIANCE OF BUSINESSMEN
380 MADISON AVENUE, NEW YORK, NEW YORK 10017 • 212/986-5460

A case study of Andrew Jackson High School illustrates the use of the Self-Renewal process by a school that did not have any existing Renewal resources such as funds or released-time positions for research and development or implementation of projects. The only Renewal resource available to the school was the service of the Renewal consultant. Due to the severe budget and time constraints of 1975-76, the Renewal effort had to be accomplished quickly. The incorporation of the Renewal function into an existing structure, in this case the cabinet including teaching staff as well as supervisors, made it possible to develop the process effectively in a brief period of time. The following is a summary of the Renewal activities begun at Andrew Jackson High School during the Spring of 1975.

Entry

Activity	Persons involved	Time frame
1. Off-site orientation workshops	Principal, some APs and teachers	Summer, Fall 1975

A summer workshop for high school staff members introduced interested Jackson staff members to the Renewal process and involved them in simulated planning activities to be applied later within the school. A series of fall workshops for principals acquainted the Jackson principal with the basic philosophy of Renewal and prepared him to introduce Renewal at the school.

Activity	Persons involved	Time frame
2. Meetings of the Principal and Renewal consultant	Principal, Renewal consultant	Two meetings February 1976

The purpose of these meetings was to explore the possibility of initiating Renewal at the school. A tentative design, which would use the cabinet as the primary means for carrying out the Renewal process, was proposed. Figure A on next page indicates the steps, activities, people to be involved, and timelines for the development of Renewal at Jackson. A counselor at the school who had participated in the summer orientation program and who had the confidence of the principal and her colleagues agreed to serve as an internal liaison and Renewal coordinator of the process with no released time.

Summary: The cabinet controls the data, analyzes causes vs. symptoms and prepares the action response.

Activity	Persons involved	Time frame
3. Presentation of Renewal design to the cabinet	Cabinet, Renewal coordinator, Renewal consultant	One meeting February 1976

In this meeting, the principal presented the proposed Renewal design to the cabinet, which, at Jackson, includes all of the APs, the COSA and other teachers who have special responsibilities. He explained that the cabinet would be primarily in control of the process and that specific results could be obtained during the spring. After the design was accepted, he asked for a subcommittee of six to eight volunteers to do the analysis and organization necessary for the Diagnosis and Planning stages. The cabinet unanimously endorsed the proposed design and subcommittee of volunteers.

Summary: Entry is an extremely important stage in the Renewal process. If it is not properly done, the entire process will be less effective. Jackson's Entry was effective because it resulted in widespread support by the principal and entire cabinet which included, in addition to assistant principals and department chairpersons, teachers and the Coordinator of Student Activities (COSA).

Entry was also accomplished in a relatively short period of time. The involvement of the principal in orientation workshops as well as the development of rapport between the principal and the Renewal consultant during these workshops helped to facilitate Entry.

Diagnosis

Activity	Persons involved	Time frame
1. Core Technical Group meetings	CTG members, Renewal coordinator, Renewal consultant	Two meetings February 1976

The CTG went through the usual sequence of steps of Diagnosis which included brainstorming problems, having each member develop a list of categories for the problems, synthesizing the list of

Steps - Activities	Objectives	Time Frame
1. Cabinet (which includes some teachers and COSA) meeting	1. Jackson - Renewal consultant relationship 2. Determine overall design	1 meeting
2. Core Technical Group (CTG) meeting	1. List & categorize problems. 2. Present to cabinet.	1½-2 hours
3. Cabinet meeting	1. Modify list. 2. Set priorities. 3. Prepare to distribute list.	1 meeting
4. School meeting ⟨ depts.-teachers COSA-Leadership class students	1. Identify priorities using categories picked by cabinet. 2. Return to CTG.	2-3 weeks
5. CTG meeting	1. Synthesize data. 2. Present to cabinet.	1 week
6. Cabinet meeting	1. Analyze data--symptoms vs. causes. 2. Set up planning committee. 3. Plan action.	2-3 meetings
7. Principal & Cabinet meeting	1. Plan completion of Renewal process.	
8. Continue on school-wide basis.	1. Planning 2. Research and Development 3. Implementation 4. Evaluation	

Figure A: Proposed Renewal Design for Diagnosis at Andrew Jackson

categories and ranking the problems under specific categories. The group size that has worked best in terms of speed and participation is six to eight members. This group very rapidly developed an extensive categorized list of school-wide problems. All problems were expressed in concrete behavioral terms to provide maximum clarity and to serve later as the basis for stating the opposite desired behaviors or behavioral objectives. The Renewal consultant and the Renewal coordinator served as facilitators for the group. At the end of each meeting, the group examined what made the meeting effective or ineffective, a process called "debriefing." It is an essential step for improving group effectiveness. The committee also decided the manner in which this list would be presented to the cabinet. They decided that these problems were not to be presented as reflecting on the performance of any individuals but were instead concerns that needed attention.

Activity	Persons involved	Time frame
2. Presentation of problem list to cabinet	CTG, cabinet, Renewal coordinator, Renewal consultant	One meeting March 1976

The categorized list of problems was presented to the cabinet for modification and approval. Since the work had been done so well, very little modification was necessary. The cabinet accepted the list and agreed to the proposed recommendations for setting priorities and distribution.

Activity	Persons involved	Time frame
3. Setting priorities of problems by cabinet and preparation of plans for distribution	CTG, cabinet, Renewal coordinator, Renewal consultant	Same meeting

At the cabinet meeting, each member was asked to add any missing problems and to list his or her first three priorities. The principal, the assistant principal for guidance and the assistant principal for administration were asked to do the same. The responses were collected and grouped under the heading of the cabinet for later comparison with responses from other groups. Plans were made to distribute the lists of problems to all staff, students and parents for the same process of establishing priority areas.

Activity	Persons involved	Time frame
4. Distribution of the problem list to all staff, students and parents	Entire school community with CTG serving as facilitators	Two - three weeks March 1976

The principal, coordinator and other members of the cabinet explained the purpose and design of the Renewal project during a faculty conference. A commitment to achieve some visible change resulting from the Renewal process was made. Teachers then met with department chairpersons and were asked to set priorities anonymously and return the list to the chairpersons. Each list had a tear-off sheet to indicate interest in participation during the Planning stage of the process which would follow shortly.

Every member of the school staff received this questionnaire through the head of his or her department or unit. Responses were collected and the Renewal subcommittee categorized these according to role.

Simultaneously, the COSA, through her Leadership Class, administered a parallel survey of the problems to all students during English classes. The members of the Leadership Class explained the project and collected the anonymous responses. This survey form also included a tear-off sheet for students to indicate interest in participation in the Planning stage. In addition, the Leadership Class distributed questionnaires to all students to take to their parents. These were to be returned within a specified period of time.

Figure B shows the problem list circulated among staff at Andrew Jackson High School. Figure C shows the statistical results of the staff survey. Figure D examines the results according to total points each problem received from staff and teachers during the Renewal survey. Figure E shows the survey of problems circulated among Jackson High School students and Figure F shows the results according to total points each problem area received from the participating students. Figure G shows the combined results from both student and staff surveys.

MURRAY BROMBERG, PRINCIPAL

ANDREW JACKSON H. S.

Spring 1976

Staff Survey: To determine problem areas within the school which you would most like to see improved.

Please select 3 problem areas from those listed and place according to category on the answer sheet in order of importance to you.

If you feel there are other areas not already listed, please show them in the space provided.

Thank you for your cooperation.

Figure B: Diagnosis of Problems, Andrew Jackson High School Staff Survey

I. This category pertains to problems dealing with the student and the pressures he has to face from home, peers, society, etc.

II. The category refers to teacher and staff attitudes regarding performance on the job. For example, contributing factors such as lack of follow through and lack of accountability are mentioned.

III. This category pertains to school related administrative problems such as programming, security and morale of the staff. For example, patrol harassment caused by verbal abuses; poor orientation of staff, etc.

IV. This category deals with problems pertaining to guidance personnel and their inter-functioning with teachers, staff and administration.

V. This is a broad category dealing with "what we have here is a failure to communicate," and its impact on the tone of the school.

VI. This category deals with the effect of the outside community and the parent and press in dealing with the problems of Jackson.

VII. This problem generally deals with the need to change the attitude of the typical student regarding scholarship and the pursuit of it by the students. For example, articulations with feeder schools, and poor preparation of our entering students is discussed.

Note: Using the attached sheets, please list the biggest problem areas confronting Jackson in order of priority in dealing with them. List the top three according to the roman numeral assigned to the category:

1._____ 2._____ 3._____

Other Problem Areas Not Listed:

1._____

2._____

3._____

Tear this off at the perforation below and return the top part to Bob Yurasits, Math Office, Room 101, after your department meeting.

Are you interested in working on a committee for the implementation of this program after period 8_____

after period 9_____

Name of staff member_____

Return the bottom portion of the tear off to Harriet Peaceman at the end of your department meeting in Room 128 C. Thank you.

I. STUDENT SOCIAL BEHAVIOR

A. Student Problems:

1. Low aspiration level
2. Low self-ego (image)
3. Not ready to plan for their own futures

B. Discipline:

1. Poor social actions: ex. filth in cafeteria; bathroom smoking; foul and abusive language
2. Poor self-motivation: ex. walking in halls; cutting classes; poor homework habits
3. Non-conformity to regulations: ex. ringing bells, loitering, stealing, extortion, muggings, etc.

C. Outside Problems:

1. Home pressures: ex. living alone; peer pressures; working at night; pregnancies, etc.
2. Poor home environment - Anti-learning
3. Student failure to equate achievement with classroom performance

II. TEACHER AND STAFF BEHAVIOR

A. Teacher Abuses:

1. Paper pass abuse
2. O.R. abuses
3. Poor proctoring
4. Lateness to class
5. Lateness to school
6. Lateness to assign
7. Poor permanent records
8. Poor follow-up

B. Poor Follow Through:

1. No visible accountability
2. Inaction on those who fail to:
   a) get reports in on time
   b) have poor records
   c) constantly have marks missing
   d) follow directions
   e) habitually late
3. Flagrant punching in and out on time cards; no accountability by administration

C. Miscellaneous Items:

1. No apparent action by deans on follow up and referrals by T.
2. Smoking by Tchrs. in offices and other unauthorized places
3. Lack of honesty and straightforwardness in dealing with each other

III. PROBLEMS RELATED TO ADMINISTRATION

A. Programming:

1. Poor orientation of tchrs. and stud.
2. Too many people involved
3. No transcription accountability
4. Conflicts on cards not accountable
5. Poor records of program changes
6. Problems created by 20-min. pds.
7. No built-in system of adjustment for programming errors.
8. Equalization much too long

B. Security of Building:

1. O.R. abuses by tchrs. and stud.
2. Library and cafeteria problems
3. No visitors' passes
4. Paper pass abuse by staff
5. Poor follow up by deans and administration on security and school-related matters
6. Miscellaneous areas: ex. cutting, loitering, verbal abuse by students, bell ringing, etc.
7. Intruders in building
8. No way to get students to produce identification that is practical and effective

C. Morale:

1. Poor food service in cafeteria
2. "Invisible Adminis."
3. Payroll problems
4. No visible accountability for "goofs"
5. Flagrant punching in and out on cards
6. Teacher smoking
7. Teacher dress affects student dress
8. Patrol harassment
9. Hard-core students getting away with things
10. Patrols seem to get us nowhere.

IV. PROBLEMS RELATED TO GUIDANCE

1. Lack of honesty and straightforwardness with each other and with students.
2. Failure to respond positively to negative behavior of students.
3. Poor use of guidance facilities by staff.
4. Poor communications between APs and guidance personnel.
5. Lack of guidance services to teachers with classroom problems.
6. Failure of staff to convey real feelings regarding school matters.

V. PROBLEMS RESULTING FROM COMMUNICATIONS FAILURES

A. Funding Procedures:

1. Allocations for APs unclear and left to last minute frequently.
2. Rarely foreseen by administration and given in advance.
3. Departments not aware of each other's needs.
4. No departmental interaction in this area at all.

B. Term calendar rarely revised from year to year; often inaccurate and confusing.

C. Administration instructions often ambiguous, left undiscussed and often late.

D. Clocks and loudspeakers are frequently inoperative in most areas.

E. Poor administration orientation for new jobs for teachers.

F. Poor use of available equipment such as Xerox, stencil, mimeo

G. Lack of enough supplies on hand.

H. No apparent feedback from deans and admin. on "problem" students.

I. Lack of follow-up and consistency by administration in policies.

J. Poor and ineffective use of mailboxes and bulletin boards in getting information to staff, and from staff.

VI. OUTSIDE INFLUENCES

A. Community:

1. Negative involvement.
2. Non-involvement.
3. Poor communication between school and the community.
4. Unauthorized visitors in the school frequently without passes.
5. Non-notification of parents regarding failures until too late.

B. Parental Participation:

1. Negative involvement.
2. Non-involvement.
3. Inability to reach more parents with a positive approach
4. Parents not involved when students fail or cut class until too late.

C. P.A. and Press:

1. Need for a more positive outlet for good achievements.
2. Critical view of press.
3. Harassment.
4. Negative pressures by PA.
5. Poor contact between PA and department head.

VII. SCHOLARSHIP

A. Need for stated standards so students know what is expected of them.
B. Need for future career possibilities.
C. Need for better student orientation as to what subject areas are available for them to choose from.
D. Course offerings and prerequisites should be better stressed through better parent and student orientation.
E. No apparent awareness of the student body as to the seriousness of continued failures and cutting.
F. Articulation with feeder JHS's, and elementary schools needs much more improvement.
G. Poor reading and math skills of entering freshmen cause serious problems at the outset for most students.

SUBJECT: RESULTS OF RENEWAL STAFF SURVEY

TO: ALL STAFF MEMBERS

1. Listed below is a somewhat detailed statistical survey of the results of the staff survey given to our staff members recently. There were 188 members of the staff out of 200 that responded to the questionnaire. For your reference and convenience, the Roman numerals listed in the results below (numbered I through VII) corresponded to the following general areas:

I - Student social behavior
II - Teacher and staff behavior
III - Problems dealing with administration
IV - Guidance-related problems
V - Communications
VI - Outside influences
VII - Scholarship

2. The purpose of the survey was to identify the problems that create the most difficulty at Jackson in a general way so that specific subdivisions of any major category were not included in the survey results.

3. The survey responses are listed below by general category of the participating staff member. Points were awarded on a 3-2-1 basis for 1st choice, 2nd choice, and 3rd choice.

Secretaries	I	II	III	IV	V	VI	VII
No. of 1sts	2	2	2	0	0	1	2
No. of 2nds	3	4	1	0	0	1	0
No. of 3rds	3	1	2	1	0	0	2
Total Points	15	15	10	1	0	5	8
Cabinet Members							
No. of 1sts	8	3	11	0	1	0	3
No. of 2nds	4	6	8	3	2	2	0
No. of 3rds	5	4	1	0	4	2	7
Total Points	37	25	50	6	11	6	16
Aides & Family Assistants							
No. of 1sts	5	2	7	0	1	0	4
No. of 2nds	3	4	3	0	2	6	0
No. of 3rds	5	1	3	1	2	2	3
Total Points	26	15	30	1	9	14	15
School Aides							
No. of 1sts	11	1	4	0	0	1	0
No. of 2nds	0	2	6	1	3	0	1
No. of 3rds	0	4	2	0	4	2	1
Total Points	33	11	26	2	10	5	3

Figure C

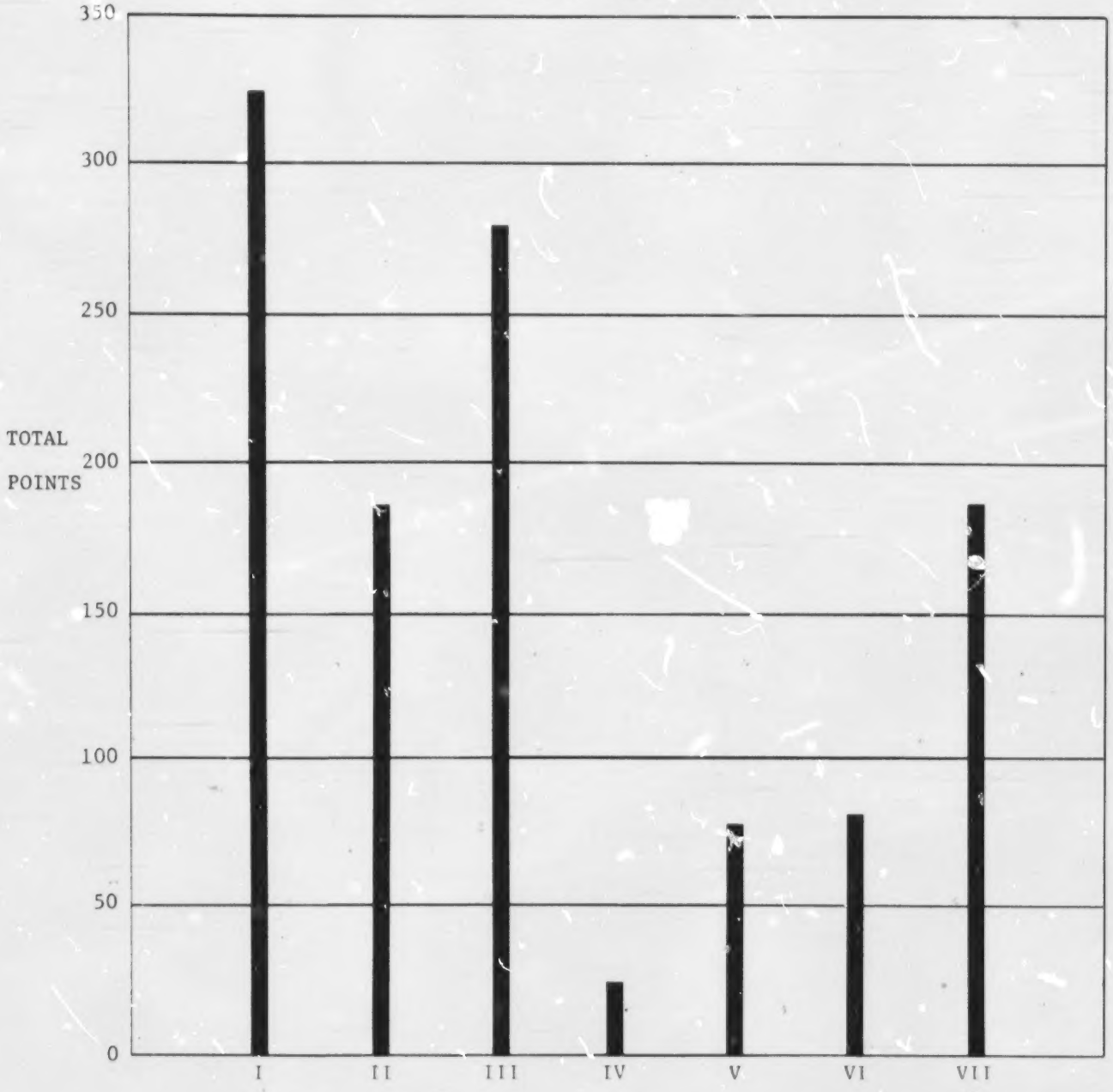
	I	II	III	IV	V	VI	VII
Guidance							
No. of 1sts	0	0	0	2	0	0	1
No. of 2nds	2	1	0	0	0	0	0
No. of 3rds	0	0	0	0	2	0	1
Total Points	4	2	0	6	2	0	4
Cafeteria Staff							
No. of 1sts	8	2	0	1	0	0	2
No. of 2nds	1	6	0	0	0	4	2
No. of 3rds	3	0	4	1	0	0	5
Total Points	29	18	4	4	0	8	15
Security Guards							
No. of 1sts	0	1	0	0	1	0	0
No. of 2nds	0	0	0	0	1	1	0
No. of 3rds	1	0	0	0	0	0	1
Total Points	1	3	0	0	5	2	1
Top Team							
No. of 1sts	1	0	2	0	0	0	0
No. of 2nds	0	1	1	0	1	0	0
No. of 3rds	1	1	0	0	0	0	1
Total Points	4	3	8	0	2	0	1
Teachers							
No. of 1sts	44	11	16	0	2	2	18
No. of 2nds	17	17	31	1	6	5	18
No. of 3rds	9	10	25	3	8	13	18
Total Points	175	77	135	5	26	29	108
Entire Staff Combined							
No. of 1sts	79	22	42	3	5	4	30
No. of 2nds	30	41	50	5	15	19	21
No. of 3rds	27	21	37	6	20	19	39
Total Points	324	169	263	25	65	69	171

Some Additional Staff Comments

1. Students in the cafeteria should clean up table areas.
2. Staff members should take more time with troublesome students; poor teacher attitude towards students.
3. Good students do not select Jackson; problem students come here in great quantity; poor JHS articulation.
4. Lack of competition and incentive among our students.
5. Soft guidance approach by our staff; need for new methods.
6. Administration ineffective in running school; poor leadership; poor control of substitutes; administration unknown to students.
7. Students over 17 apparently not being discharged when in trouble.
8. More security needed outside of the building; budget cuts hurt.

STAFF & TEACHER RESULTS OF THE RENEWAL SCHOOL SURVEY

JACKSON HIGH SCHOOL



KEY:
- I - Student social behavior
- II - Teacher and staff behavior
- III - Problems dealing with administration
- IV - Guidance-related problems
- V - Communications
- VI - Outside influences
- VII - Scholarship

Figure D

STUDENT SURVEY - SPRING, 1976

MURRAY BROMBERG, PRINCIPAL ANDREW JACKSON HIGH SCHOOL

ANDREW JACKSON would be a better school if certain problems were corrected. We would like your opinion as to which of the problems listed below you think are most important to be solved.

After you read the 7 sets of problems listed below, you should make your choice of the 3 most important to you, in order of importance.

1. Student Social Behavior

   A. Student problems: not ready to plan for your own future
   B. Discipline: lack of understanding of the need for school rules
   C. Outside problems: dealing with your parents; the need to be accepted by other students, and the need to socialize

2. Role of the Teacher

   A. The need to be able to look up to the teacher
   B. The need to be clear about where the teacher stands in regard to school rules and regulations
   C. The need to believe that the teacher is fair

3. Administration Problems

   A. Difficulty in getting a program corrected
   B. Unpleasant conditions in the bathroom, cafeteria, and stairwells
   C. Some students get away with poor behavior

4. Guidance Problems

   A. To know whom to go to, to discuss different kinds of problems
   B. To know that action would be taken, when needed, which would be helpful to both students and teachers

5. Communications Problems

   A. Clocks and loudspeakers not working
   B. Administration instructions are not clear
   C. Teachers have a term calendar for information, but students no longer have their newspaper for school information

Figure E

6. Outside Influences

   A. Poor communications between the school and the community
   B. Very few parents are involved in school affairs
   C. Press & T.V.: need for a better image of Jackson before the public

7. Scholarship

   A. Students need to know exactly what is expected of them
   B. In the same class, the work for some may be too hard and for others, too easy
   C. High school courses required for graduation are not clearly understood by the students

Please choose any 3 of the above numbers:

I think the most important problem is #_____
I think the 2nd most important problem is #_____.
I think the 3rd most important problem is #_____

The most important problems were not stated above. I think they are:

1. _____

2. _____

3. _____

Please do not put your name on the top portion of this sheet.

Are you interested in working on a committee to help make this program work? Please check one,

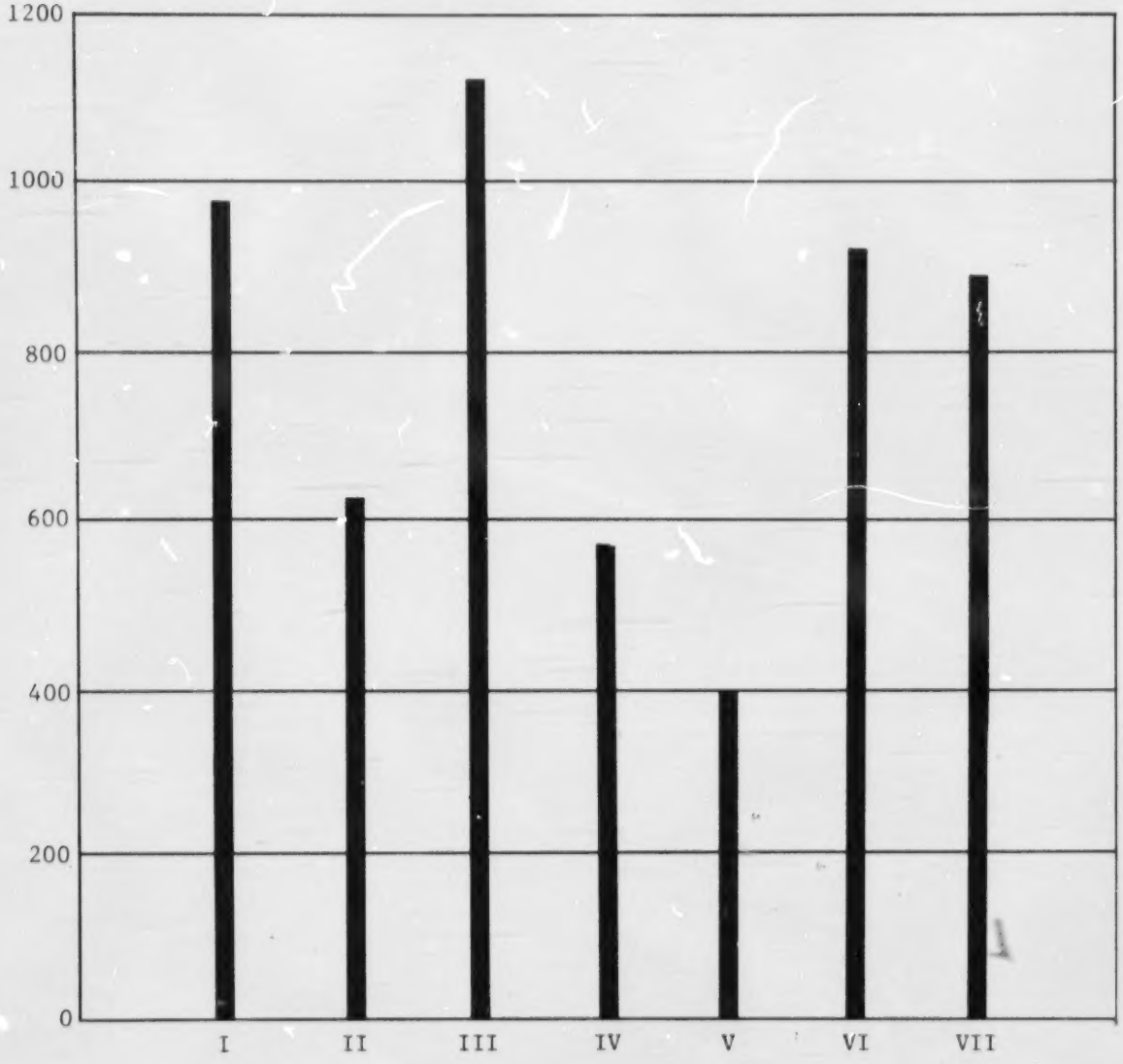
After Pd. 8_____ After Pd. 9_____

Name_____ O.R._____

The survey will be collected by your English teacher and returned to Mrs. Moyal. If you wish to be on a committee, please tear off the bottom portion, sign and return separately to Mrs. Moyal. It can be placed in her mailbox. THANK YOU for your cooperation.

STUDENT RESULTS OF THE RENEWAL SCHOOL SURVEY

JACKSON HIGH SCHOOL



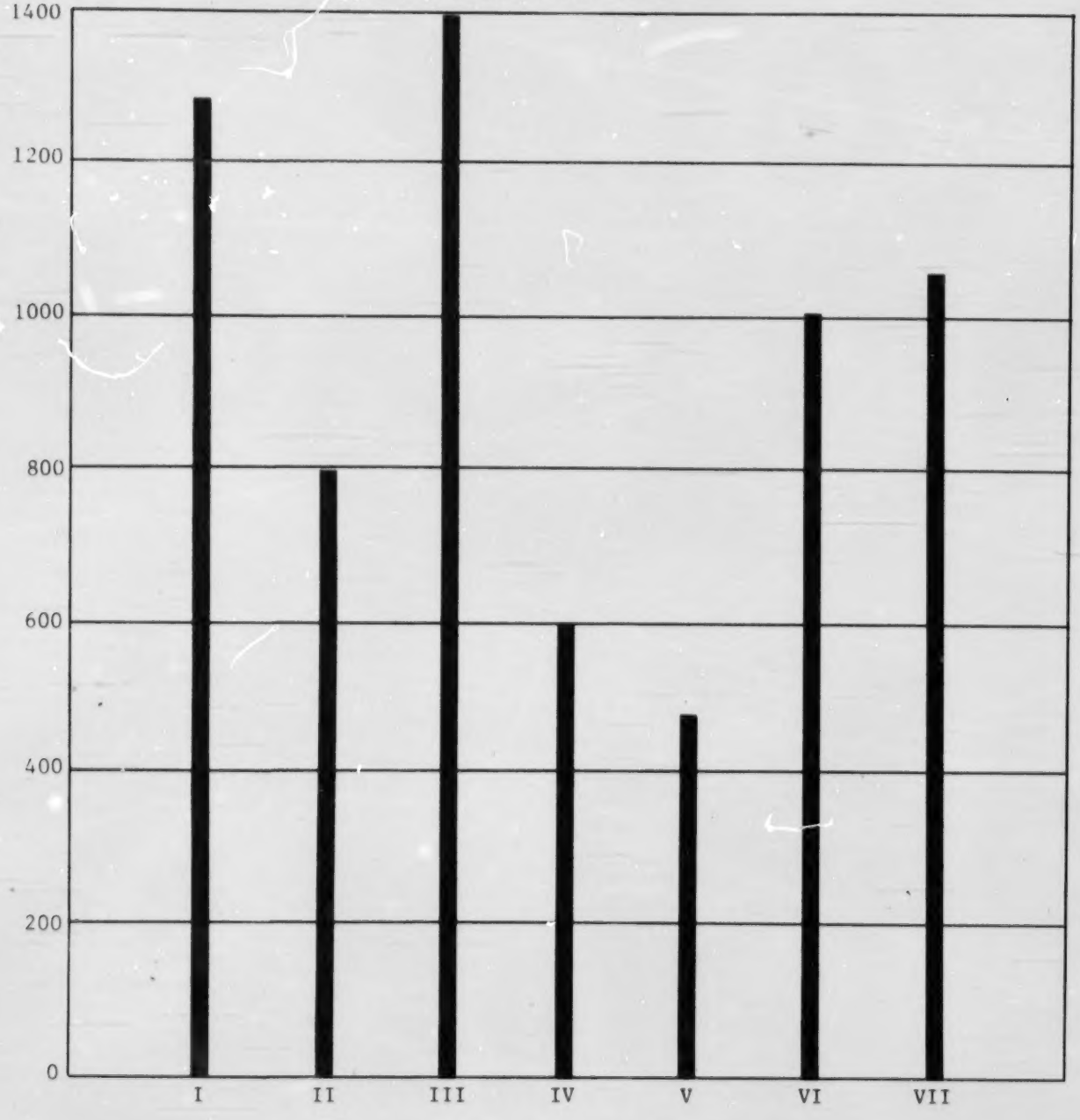
INDIVIDUAL CATEGORIES

KEY:
I - Student social behavior
II - Teacher and staff behavior
III - Problems dealing with administration
IV - Guidance-related problems
V - Communications
VI - Outside influences
VII - Scholarship

Figure F

COMBINED STUDENT AND STAFF RESULTS OF RENEWAL SURVEY

JACKSON HIGH SCHOOL



KEY:
I - Student social behavior
II - Teacher and staff behavior
III - Problems dealing with administration
IV - Guidance-related problems
V - Communications
VI - Outside influences
VII - Scholarship

Figure G

These figures can serve as models for any Renewal school for developing staff and student surveys and charting the survey results.

The CTG presented the collected data to the cabinet to help them to decide which area should be the prime focus during Planning. A discussion concerning the choice of area followed the presentation. The data indicated a similar interest by both staff and students in working on administrative-related problems. The cabinet decided to begin with short-term work in these areas. The CTG also made recommendations regarding involvement of the staff and students in the Planning stage. The cabinet accepted these recommendations.

Summary: The Diagnosis stage ended with the selection of the problem area for Planning. An important aspect of this stage involved a separation of the technical work done by the CTG from the decision making done by the cabinet. This separation and the use of an existing school unit made it possible to accomplish a maximum amount of work in a minimum period of time and to involve the entire school community in Diagnosis. The only disappointment was the small response from parents in terms of the number of surveys returned. By creating an expectation among staff and students that they will be involved in Planning and that some action will be taken during the term, the Diagnosis stage ended on an optimistic note. The cabinet was in control of the Renewal process by making the final decision on the problem area chosen as the focus of Planning. This participation insured that the cabinet would be involved further during the Planning stage.

Planning

Activity	Persons involved	Time frame
1. Faculty conference and report to staff and students on the results of Diagnosis survey	Staff, students	One meeting May 1976

After identification of the prime problem area, the next step involved reporting survey findings in writing and verbally to the entire school community through a faculty meeting and an announcement to the students. The written report also included an invitation to staff and students to participate in the Planning stage and to attend a planning meeting at a designated time.

Activity	Persons involved	Time frame
2. Student and staff involvement in Planning	CTG, interested staff and students	One meeting after school May 1976

To provide for maximum involvement and to elicit ideas relating to the problem area, members of the CTG plus additional members of the cabinet served as facilitators to small groups of teachers in a structured brainstorming activity.

The facilitators asked the members of the group to list both short-and long-term plans that might solve the designated problems. Members then presented their recommendations to the group, an activity that stimulated additional ideas among the participants. As is the case in brainstorming, no criticism of any ideas was allowed. After the list of suggestions was compiled by the group, facilitators asked for informal consensus about those that the group felt would be most viable. This same sequence of activity was followed by students using student leaders as facilitators.

In this way, in a very short period of time, staff and students provided significant Planning input. The staff and student groups turned over their planning suggestions to the CTG. Figure H on next page shows the listing and possible short-range and long-range solutions.

Activity	Persons involved	Time frame
3. CTG meeting to consolidate plans	CTG	One meeting May 1976

In consolidating the suggestions of staff and students for presentation to the cabinet, the CTG was careful to plan a presentation that would not "threaten" any one individual.

The recommendations included several tangible short-range plans which could be acted on immediately. The CTG also designed a structure for continuing long-term planning in which each member would convene a task force to focus on a specific problem within the broad problem area.

ANDREW JACKSON HIGH SCHOOL
Murray Bromberg, Principal

May 24, 1976

To: All Staff Members

The attached recommendations were prepared by faculty committees in re-ponse to the surveys you filled out several weeks ago. Spearheading the work were Bob Yurasits, Harriet Peaceman, and Joyce Moyal.

Their purpose was to develop a series of short range proposals which would be implemented almost immediately. Accordingly, they targeted five areas for improvement: Programming, Official Room, Security, Communications, Morale. Work is moving ahead in each area, and the project leaders welcome your active support in making a success of this undertaking.

Sincerely,

Murray Bromberg
Principal

Figure H: Listing of Problems with Possible Short-range and Long-range Solutions.

ANDREW JACKSON HIGH SCHOOL
MURRAY BROMBERG, PRINCIPAL

May 15, 1976

SUBJECT: "Short-range" Proposals for Self-Renewal Program

TO: Members of AJHS Cabinet

Since the members of the Cabinet last met, members of the subcommittee have met with interested faculty members to try to come up with "workable" solutions to problems dealing with administration, which was the general area that the Cabinet agreed to work on for the EDC Renewal Project affiliated with Jackson. The following suggested proposals can be implemented before this term ends, and can be tied in with the "long-range" solutions proposed also. It is the recommendation of the EDC subcommittee that the Cabinet agree to implement these short-range solutions immediately, and further agree to set up committees to study the long-range solutions proposed, and try to implement them as quickly as possible.

I. Programming: It is suggested that a committee consisting of a cross-section of the faculty be set up immediately to restructure the programming procedure now in effect.

A) A clearing house of singletons and doubletons, honor classes, special classes, etc... between A.P.'s and the Program Office be established. A "conflict matrix" should be issued each term before programming begins.

B) Only volunteers be used for the programming process with some allowance provided for these people.

C) Explanation of programming procedures be set up for the entire faculty, whether on the Program Committee or not.

D) A committee of students be set up now for future use in the programming structure with proper orientation.

E) A plan for Orientation of Freshmen be set up similar to the old Hickory Orientation Program; established to be implemented this fall.

F) Better utilization of the building periods 1 - 9. Obtain a better spread of subjects over the course of the day, especially periods 1 and 9.

II. Official Room: It is suggested that a committee be set up immediately to investigate the function of the O.R. and to come up with more effective ways to deal with this problem. For the time being, it is suggested that an "O.R. Ombudsman" be set up to effectively help the O.R. teacher control the paperwork, and it is also suggested that a separate O.R. teachers' calendar be used, and distributed through the A.P.'s to facilitate the reading of important materials in the O.R.

III. Security: It is suggested that a committee study the long-range proposals suggested on the attached pages. For immediate implementation, the following proposals are suggested:

A) Students in the cafeteria during lunch period be asked to clear tables instead of leaving debris around the area. It is suggested that a first whistle be blown 10 minutes before the end of each period to allow time for students to place debris in containers. Aides and staff on duty will see

that this is done. A second whistle 1 minute before the end of the period should be blown to dismiss the students from the cafeteria for the period.

B) It is also suggested that food not be allowed to be taken from either the students' or the teachers' cafeteria.

C) Signs are to be posted now in the cafeteria and announcements made on the intercom before this is put into effect.

D) A more secure checking of students entering through the main door be implemented now. ALL VISITORS WITH VISITORS' PASSES.

E) No children of current students allowed in the building.

IV. Communications between Administration, Staff and Students: It is suggested that a committee be set up on a long-range basis to study the workability of the proposals suggested on the attached page. For immediate implementation, the following are suggested:

A) It is suggested that the "top team" more visibly supervise the staff by stopping students out in the hall, bringing them back to teachers, checking pass books, etc...

B) It is suggested that the bulletin boards opposite the time clock be rearranged in a more convenient way so that reading of important and current material be motivated.

C) A separate O.R. teachers' calendar, and a separate A.P.'s calendar be instituted and distributed through the A.P.'s instead of through the current method utilized by the A.P. Administration.

V. Morale of Staff and Students: It is suggested that a committee be appointed to study this problem on an ongoing basis. It is suggested that for immediate implementation, the following be instituted:

A) Staff members who do not follow regulations and thereby burden their colleagues. ex., late to class, late to proctoring, not entering grades, not properly doing records, etc... be:

1) warned by a letter from the administration, copy to A.P.
2) verbally reprimanded by the administration, copy to A.P.
3) have a letter placed in staff member's file
4) recommended for U rating by A.P.
5) recommended for dismissal and/or transfer.

B) Students in cafeteria have some input into choice of menu.

Respectfully submitted,

Bob Yurasits, A.P., Math

P.S. It is important to note that members of the subcommittee and faculty members who volunteered to work on committees have indicated a sincere desire to see these short-range plans "implemented" with complete cooperation and support from the entire Cabinet. No particular action or solution is intended towards any staff member in these proposals, and it should be understood by all Cabinet members that these proposals are made on behalf of the subcommittee to help Andrew Jackson run more smoothly and allow us more effectively to conduct our job of educating the youngsters in this school.

SUBJECT: Long-range solutions to Renewal Staff Survey (Area III) Problems Dealing with the Administration

TO: All Cabinet Members

1. As a result of meetings held by subcommittee members and interested staff members on May 12, 1976, the following long-range proposals were made in the areas indicated. It is strongly suggested that committees be instituted comprised of Cabinet members and interested staff members to study these problem areas dealing with school administration. After reading these proposals, it is respectfully requested that each member of the Cabinet volunteer to serve on one of the seven area-of-importance committees listed.

I. Programming: It is proposed that a committee be instituted to study and recommend changes in the following areas dealing with programming techniques:

A) Orientation of staff and student program committee at beginning of each term; and during the term, at least once.

B) Reducing the numbers of people directly involved in the programming cycle.

C) Requiring department A.P.'s to schedule classes to balance the programming day; (especially periods 1 and 9).

D) Methods of accountability for errors in program cycle such as conflicts, transcription errors, etc... be investigated in detail.

E) Eliminate cycling of cards in large quantities to avoid omissions in programming and other errors.

F) Set up records and duplicate forms to get program changes more effectively up to date.

G) Set up a definite timetable for equalizing classes to eliminate the current "we'll equalize if you holler" attitude. (Close classes at registration.)

H) Make it difficult to get program changes of convenience and not allow so many "unofficial" changes.

I) Eliminate unnecessary paperwork between A.P. and program office dealing with registers by utilizing "Register Boards" in department offices daily and utilizing members of Student Program Committee.

J) Setting time aside in the beginning of the school year and during the school year for Freshman Orientation Programs, setting up rules and enforcing them.

K) ....

II. Official Room: It is proposed that a committee be instituted to study and recommend changes in the following areas dealing with O.R.

A) No student allowed to leave the O.R. unless under very restricted conditions (to be spelled out by committee).

B) Same teacher assigned to O.R. for 2 years or longer if possible, with more frequent G.A. visits built into the schedule and a strong orientation on diploma requirements.

C) Increase Senior and Junior O.R.'s in size, and decrease Sophomore and Freshman O.R. size to strengthen O.R. discipline.

D) Limit O.R.'s to regular classrooms instead of Aud, Cafe, etc.

E) Investigate the possibility of eliminating O.R. or redefining the significance of the O.R.

F) Make the O.R. more important in function than it now is.

G) Use O.R. "Ombudsman" to help in controlling activities.

H) Use separate calendars for O.R. teachers, distributed through the A.P.'s to assure that information is read in O.R.

I) ....

III. Security: A committee is to be set up to investigate the following areas dealing with security:

A) A rigorous accountability of students, and other personnel entering the building will be set up with students, teachers, parents, and staff involved. Use of passes similar to government agencies for identification of students and staff to be explored.

B) An implementation of other security plans previously drawn up, but not enforced.

C) Development of a Student Service Squad unique in dress to assist in assorted functions such as:

1) patrolling halls to pick up loiterers and intruders
2) assisting in cleaning up lunch room tables, etc.
3) issuing Late Passes to latecomers at a predesignated entrance for latecomers; with students helping to distribute Late Passes to O.R. teachers' mailboxes, etc...

D) Using teachers to help tighten building security by making building assignments at key posts for a marking period on a rotating basis, rather than using Emergency Patrols.

E) ....

IV. Communication between Administration, Staff and Students: A long-range committee be implemented to study the following areas:

A) Develop a "bound" school manual signed for by staff like Keys and updated biannually at $1.00 deposit.

B) Stronger orientation of staff at the beginning of the year; Relearning of grading system, etc...

C) Buddy system for teachers be instituted.

D) Utilizing separate calendars for O.R. teachers, A.P.'s, etc., distributed by A.P. to help in assuring reading of important materials.

E) Clean up bulletin board areas by time clock to better communicate with the staff (Current Events, Weekly Data, Deaths, Births, etc.).

F) Set up clearing house to process notices, assignments, etc., to improve efficiency of communications.

G) Restructure the staff mailboxes in a more sensible way.

H) Set up calendar distribution to mailboxes of staff, and distribution of important notices to staff through A.P.s to improve chances for reading.

I) ....

V. Morale: A committee be set up to study the following areas:

A) NO SMOKING IN THE BUILDING BY STAFF OR STUDENTS.

B) Investigate new procedures for school lateness, utilizing Student Service Squad with punched late passes at predesignated late entrance.

C) Clean-up of cafeteria by student leaders with assigned table charts, and student marshals to assist.

D) Administration should prosecute "goof off" staff members and enforce all rules and regulations.

E) Develop code of behavior for student bathrooms, etc...

F) ....

VI. Communications with Parents: It is suggested that a long-range committee be set up to study the following areas:

A) Communications with parents of No Shows by telephone or first-class mail. Requiring all parents of such students with excessive absences to come to school and explain absence of students.

B) Subject teachers be given uniform failure letters or form letters to inform parents of problems relating to their children, such as: cutting, absence, lateness, etc...

C) Resurrect the Jackson Parent through the PA as a means of communication.

D) ....

VII. Guidance: A long-range committee to study the following areas:

A) A committee to investigate ways to deal with "hard core" students be set up.

B) Special programs for "troublemakers," including:

1) PDS
2) Career Orientation
3) Small group industry visits, etc...

2. It is important to note that solutions of long-range nature listed here must be specifically set up in behavioral terms by the respective committees that study them. The material listed here is by no means the limit of the committee's work; they should feel free to add any valid proposals that they deem necessary to correct or improve an existing administrative situation.

Respectfully submitted,
Bob Yurasits, A.P., Math

For each problem, the task force prepared a short-range plan.

Activity	Persons involved	Time frame
4. Presentation of Planning recommendations to the cabinet	Cabinet, CTG	One meeting May 1976

The CTG presented its recommendations to members of the cabinet who discussed whether to implement all of the suggestions or just a few. The CTG recommended that one approach to each of the sub-problems should be implemented immediately to build credibility, and that long-range planning on each of these problems should continue through a task force. The cabinet members were asked to indicate which of the activities under each problem they felt should be implemented immediately. At the request of the cabinet, the CTG agreed to come back with detailed implementation plans in a few days.

Activity	Persons involved	Time frame
5. Meeting of task forces to plan details for Implementation	CTG, task force volunteers	One meeting for each task force

The CTG invited all staff who had volunteered to participate in the planning task forces to meet to work out details for Implementation. These meetings were extremely helpful in eliciting both support and suggestions for specific activities.

Activity	Persons involved	Time frame
6. Presentation of Implementation plans to cabinet	CTG, cabinet	One meeting May 1976

The CTG met with the cabinet to present the results of its detailed meetings on Implementation. The cabinet carefully discussed each suggestion and offered modifications of various points. The cabinet unanimously agreed to implement immediately one suggested activity for each of the designated problem areas. In addition, each member agreed to serve on one long-range committee for the five problem areas. After these Implementation plans were accepted, the CTG, with the assistance of the principal, specifically designated the work to be done, the persons involved, and the time frame for its completion. Figure I on next page shows the format used by Andrew Jackson's cabinet to designate activities for immediate implementation and to solicit participants for long-range planning groups.

Summary: The important factor in the planning process was the key role played by the cabinet in deciding what would be implemented and how. Once again, the CTG gathered and organized information to present to the cabinet for decision making. Thus, the cabinet developed a real commitment for the plan and since it is the existing authority structure, Implementation followed immediately.

Research and Development

Activity	Persons involved	Time frame
Phone calls to other Renewal schools	Members of CTG	May 1976

Due to the pressure of time, Research and Development only involved phone calls by CTG members to other Renewal schools to investigate what they had done and what had worked best in designated areas. A number of ideas from the other schools were reflected in the Implementation plans.

Implementation

Activity	Persons involved	Time frame
Putting plans into action	Cabinet, CTG, volunteer staff on task forces	Last part of spring term

The cabinet, as a whole, provided the total support that was essential for effective implementation of the plans. Each cabinet member took some responsibility for an aspect of the implementation and each volunteered to serve on a committee. Members of the core group served as co-chairpersons. Finally, to clarify communications, indicate support and build visibility, the principal prepared a fact sheet about the implementation activities which was

Name_____

Please indicate one short-range proposal that you feel we can best implement immediately in each area below:

I. Programming

II. O.R.

III. Security

IV. Comm. between Admin. & Staff

V. Morale

Additional Comments:

Please also select one long-range committee that you would like to work on to help out.

_____
Signature of Cabinet Member

Figure I

circulated among the staff. The CTG distributed a Renewal newsletter on the last day of school summarizing the accomplishments of Renewal and plans for the coming term. Figure J on page 26 shows the principal's Fact Sheet and Figure K on page 28 shows the Renewal newsletter.

Summary: Implementation of the new plans proceeded smoothly because the existing authority structure of the school, that is, the cabinet, was involved in the Renewal process. Of prime importance was the specific designation of tasks, personnel and a time frame for completion. The active involvement and overall support of the cabinet and the extremely positive example set throughout by the CTG enhanced and strengthened the implementation activities.

Evaluation

Activity	Persons involved	Time frame
Questionnaire to the staff and students	Cabinet, CTG	Late spring 1976

At previous meetings of the cabinet, the CTG had recommended that a short formative evaluation of the Renewal activities be developed. To achieve this objective, a questionnaire was administered to all the teachers at the end of the term and a similar form was given to a representative sample of students. The CTG tabulated the results and presented them to the cabinet. These data will be used for modification of further planning of Renewal activities during the coming term.

Summary: It is important that the cabinet assumes responsibility for Evaluation of the Renewal process to insure that needed modifications are made. Evaluation proved to be useful not only in assessing the status of the Renewal program but also in improving its implementation.

Institutionalization

The school now is ready for Institutionalization of Renewal by applying the process in another cycle and possibly within another structure such as a department.

FIJHS FACULTY FACT SHEET

OFFICE OF THE PRINCIPAL JUNE 11, 1976

YOU ASKED FOR IT....

Some weeks ago, our Cabinet Officers sponsored surveys and organized action committees to achieve short-range goals and to plan for long-range ones. This FACT SHEET is designed to bring you up to date on their progress.

Cafeteria Cleanup

Our cafeteria is not as antiseptic as a hospital's operating room but it is much cleaner than we have seen it in recent years. How was that accomplished? It was done by appealing to the best instincts of our pupils, by motivating them with a catchy slogan and posters of their own making, and by enlisting cafeteria personnel and staff in closer supervision of the tables.

Regardless of how a teenager behaves when he is with his friends, he does not relish sitting in a dirty area amidst cluttered trays, milk spills and fallen frankfurters. We plan to capitalize upon this quick improvement, institute additional peer controls in September and continue to upgrade the lunchroom environment.

O.R. Calendar

Mr. Regan's office is now issuing a special O.R. calendar which provides home room teachers with the pertinent information and announcements so that they do not have to wade through the weekly calendar to find them. To make for easier reading of the daily calendar, such material will be deleted.

It's a small step forward -- but with O.R. time so limited and with registers likely to go up -- every little improvement is appreciated. This suggestion, too, came from committee work as well as the idea for re-institution of an O.R. Ombudsman. The teacher selected for that position will work with the Administration to streamline the procedures; in addition, the Ombudsman will assist his colleagues in getting their work done promptly and efficiently.

Figure J

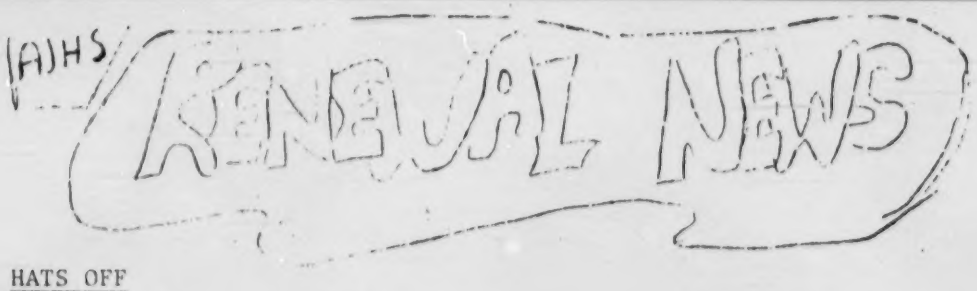
Meeting One's Obligations

When everyone cooperates on these positive programs, we all share in the euphoric atmosphere which pervades the school. The involvement, however, must be a widespread one and if staff members continue to be negligent (coming late to school, failing to enter marks, missing proctoring assignments, neglecting to check class lists, forgetting about emergency patrols, etc.), we will call those indiscretions to their attention. Face-to-face meetings and written reprimands will follow. The Cabinet and the Administration are committed to that policy.

On the topic of obligations, it is important to note that the long-range committees which meet on Tuesday and Wednesday afternoons are seeking your participation. Is there a change you wish to see brought about? Do you object to a current policy and know a better way to do it? Your obligation is to join the planning committees and give them the benefit of your thinking.

Miscellaneous

Other suggestions (tighter front door control, Administrative tours of the building, bulletin board improvement, reduction of program conflicts, posting of A/Ps on late duty) have all had initial implementation and will be given continuing attention.



I. HATS OFF

On this last day of the school year, we staff members who have been active in the Renewal Project (sponsored by the Cabinet) want to thank those teachers and A.P.s who have helped us in the prologue to our work. We call it "Prologue" advisedly, because we started late in the spring and only had time to take the first few tentative steps.

II. PROLOGUE.....But

Although the curtain has not gone up fully on our efforts to improve conditions at Jackson, we have made considerable progress during the planning period. In fact, some of your suggestions have already been implemented (cafeteria, security communications) and many more will be put into effect during 1976-77.

III. OUR THINK TANK IN ACTION

Time does not permit a full description of every idea which is going forward, but even a brief summary will show you how much territory has been covered in so short a period by our resourceful committees. The Administration has accepted these proposals and will cooperate with us in seeing that they become realities.

A. Programming

Greater efficiency through orientation of Program Committee members ....tighter control on class sizes by maintaining up-to-the-moment registers....teachers to enter registers in A.P.'s office only.... speedier equalization....a team to screen cards for irregularities.... special attention for students on the Program Committee....block programs for 9th year....use of snap-out forms and carbon copies....O.R. teacher to make out Delaney cards for absentees and send them to subject teachers....

B. Official Room

Create early and late O.R.s to insure adequate room for all.... freshman O.R.s to have fewer pupils than others....additional faculty to cover O.R.s...."Ombudsman" to streamline operations, work with Administration, help fellow O.R. teachers and, in turn, present their gripes to the Administration for correction....removal of class room number from O.R. designations for greater efficiency....all offices closed during the O.R.....strict enforcement of the "no pass" rule.

C. Security

All visitors to get passes at front door....student patrol to escort visitors to offices....teacher patrols to cover entrances to building as well as hallway sweeps (fewer aides next year)....Mr. Simone to train

student patrols....pupils without proper identification to face suspension....student court in conjunction with new Law Program....continue the suspension policy which worked so well in April and May....cafeteria clean-up to be expanded through use of table captains, posters, spot announcements.

D. Communications with Staff

Posting of pertinent info and compensatory time jobs....bulletin boards reorganized....O.R. calendar issued in addition to weekly calendar ....committee to codify all rules and regulations in a loose-leaf teachers' manual....small group meetings rather than large faculty monthly meetings....A.P.s to work closely each morning with Mr. Dunkle, Mr. Amatrudo, and Mr. Regan on the substitute problem....

E. Communications with Parents

September orientation meeting with parents of new students....use bulk mail to notify parents of impending failures after the 4th week of school ....more telephone and mail contact with parents....more workshop meetings with parents such as the one held at Queens College.

F. Morale

Supervisors and administrators to make more frequent tours of the building....no exceptions on patrol assignments....committee to investigate outside catering service in teachers' cafeteria....administration to encourage teachers to dress properly....more social activities.

G. Guidance

Freshmen divided into small groups for orientation purposes....teacher/leaders to get training in group guidance techniques before the pupils arrive....specially selected and trained seniors to assist....invite guidance counselors into regular class periods of freshmen on an on-going basis....guidance people to attend department conferences to promote closer relationship with teachers....in-service course on Career Awareness.

****

In closing....

What is our guiding philosophy in this renewal undertaking? Simply, to discover ways to do better for our students and to increase our own job satisfaction. The many suggestions which you have offered indicate that you are willing to take part in this campaign to improve Jackson. It is an oversimplification to say that our school will be as good as you want it to be -- and yet, some of the most overworked cliches deserve our respect and approbation because they are firmly established in the cement of truth. Truly, our school can be as good as we want it to be, if we are willing to make the effort.

Get a good rest this summer and come back with your sleeves rolled up, ready to make renewal a reality.

For the SubCommittee on Renewal:

Lois Bryant
Bernard Krackow
Joyce Moyal
Harvey Ornstein
Mattie Robins
Frederica Tomlinson
Bob Yurasits
Harriet Peaceman, Coordinator